Effects of Integrating Movie-Based Mobile Learning Instruction for Enhancing Thai University Students' Speaking Skills and Intercultural Communicative Competence

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Abstract

This research aimed to: 1) investigate the effects of Movie-Based Mobile Learning (MBML) instruction in enhancing Thai EFL university students' speaking skills; 2) investigate effects of Movie-Based Mobile Learning instruction in enhancing Thai EFL university students' intercultural communicative competence (ICC); and 3) examine the students' attitude towards integrating Movie-Based Mobile Learning instruction for enhancing students' speaking skills and intercultural communicative competence. This study employed a mixed-methods approach and a quasi-experimental study with a non-equivalent pretest-posttest control group design. The participants were the first year university students learning General English in the Faculty of Nursing at a private university in Bangkok. The students in the experimental group were taught through Movie-Based Mobile Learning instruction while the control group was taught following the university-based instruction. Research instruments consisted of MBML instruction with teaching materials, speaking test, the Intercultural Communicative Competence Questionnaire, Technology Acceptance Model (TAM) questionnaire, and the interview. The results revealed that Movie-Based Mobile Learning instruction developed Thai university students' English speaking skills and Intercultural Communicative Competence, and that the students had positive attitude towards the implementing of MBML instruction in their English classroom.   The findings implied that MBML instruction is effective in enhancing EFL students' speaking skills and intercultural communicative competence. The study suggests that relevant English language education should emphasize the potential of using the English movies and Mobile Learning in EFL curricula and that MBML instruction can be applied to promote learning in other similar EFL contexts.

Keywords: speaking skills, intercultural communicative competence, English movies, mobile learning, Thai university students

1. Introduction

The 21st century is considered the age of globalization because it is characterized by fast-growing development in information and communication technologies. People around the world have more opportunities to communicate internationally with each other. English is the first international language used as a medium of communication (Kim, 2011) and is the most widely used by people from different cultural backgrounds (Choudhury, 2014; Jenkin, 2013; Nilmanee & Soontornwipast, 2014). Therefore, the demand for learning English among non-native speakers has dramatically increased; English has also been adopted as the main foreign language in educational systems by many countries throughout the world (Brumfit, 2004; Byram, 2008). In addition, the English language learning environment has changed drastically. With its new roles as the global language and a lingua franca, English has been used as a communication tool to fulfill the goals of global economics, politics, education, science and technology, and culture and to communicate with members of different cultures (Byram, 2008).

Given the dramatic change in the essential role of English, to meet the growing demands in the globalized world, teaching and learning English should not be focused only on teaching the language but should also give learners the opportunity to develop their cultural understanding and awareness. Thus, to be prepared for the challenges of the globalized world, English learners must be well-equipped with both knowledge of other cultures and linguistic proficiency and skills.

In Thailand, the English education system has apparently become more important since the establishment of the ASEAN Economic Community (AEC) in 2015, with the mobility of the internal labor market. Furthermore, English is officially used as the working language for business among member countries of ASEAN (Deerajviset, 2014; Kewara, 2016). This raises concerns about economic competitiveness and improving Thai citizens' English ability because it is fairly low compared with neighboring countries (Pinyonathagarn, 2018). To reform the teaching and learning of English to develop Thai students' communicative ability, the Common European Framework of Reference for Language (CEFR) was adopted to clarify goals and raise the standard of English in Thailand (Maxwell, 2015).

The CEFR for the English language also places an emphasis on diverse cultural elements and the ability to communicate fluently and effectively for each reference level. Therefore, Thailand needs to promote English language teaching to elevate competitiveness and meet the international standards for educational and professional purposes (Kewara, 2016; Tran & Seepho, 2016). Within the past few decades since communicative language teaching (CLT) was widely adopted to develop Thai students' English proficiency, teaching and learning English in Thailand has failed to become successful as a national policy (Angwattanasakul, 1994; Panthumasen, 2007; Wiriyachitra, 2002).

Results from different test centers for the English proficiency level of students over the past eight years have revealed dissatisfying and depressing results for Thai students and citizens. The latest ranking places Thailand the third lowest among countries in Southeast Asia for English proficiency, behind Vietnam and Indonesia (EF EPI, 2014, 2019; National Institute of Educational Testing Service, 2015; Sermsongswad & Tantipongsanuruk, 2015).

In conclusion, regarding the phenomenon of globalized English and the revelation of the low English proficiency of Thai university students, English teachers are encouraged to create new teaching methodologies and teaching materials to develop Thai students' English communication, particularly speaking skills and intercultural communicative competence (ICC). A wide variety of teaching methods, based on a communicative approach that is creative, innovative, educative, and enjoyable, needs to be applied.

A new teaching instruction using authentic materials integrated with communication technologies might be challenging and appealing for Thai EFL students. The researcher proposes the implementation of movie-based mobile learning (MBML) instruction as a modern tool to enhance the English speaking skills and ICC of Thai undergraduate students at a private university in Thailand. This may be promising and appears to be the new teaching innovation to create professional support for EFL teachers in their English classes. The researcher also integrates the content and language integrated learning (CLIL) approach as the theoretical framework for creating communicative activities and constructing lesson plans using the language and cultural content of the selected movies.

Several researchers have attempted to investigate the speaking skills and ICC of Thai EFL students (Nilmanee & Soontornwipast, 2014; Suwannoppharat, 2014; Tran & Seepho, 2016). Nevertheless, in this context, less attention has been paid to the integration of cultural content and real language used in English movies. Thai students are unable to communicate in English appropriately and effectively with others from different linguistic and cultural backgrounds. In response to a paucity of research, the present authors set out to investigate the effects of implementing MBML instruction to help Thai EFL learners become intercultural speakers who can communicate in English fluently in real-life situations to meet the demands of the 21st century. More specifically, the research questions are as follows.

1.1 Research Questions

This study was aimed at answering the following questions:

1. What are the effects of integrating MBML instruction in enhancing the speaking skills of Thai university students?

2. What are the effects of integrating MBML instruction in of enhancing the ICC of Thai university students?

3. What are the Thai university students' attitudes toward integrating MBML instruction for enhancing their speaking skills and ICC?

2. Review of Related Literature

2.1 Interrelationship between Language and Culture

Research on language teaching and learning has shown that language and culture are closely related to each other and are best acquired together. It is thus necessary to describe the term "language" together with "culture." Recently, the perception of culture has changed, with many researchers and linguists recognizing the interaction of language and culture and explaining them in the context of foreign language teaching and learning. Brooks (1997, as cited in Golshan & Ranjbar 2017, p. 3) described language as the most central aspect of any culture, which is used to express people's cultural thoughts and beliefs and to communicate; at the same time, culture is embedded in the language. The inseparable relationship between language and culture was summarized by Brown (2000): "A language is a part of a culture and a culture is a part of language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (p. 165). Therefore, foreign language learning is foreign culture learning (Thanasoulas 2002, p. 2). In Kramsch's (1996) concept, language is the main means whereby people conduct their social lives, and when it is used in the context of communication, it is bound up with culture in various and complex ways. For Jenkins (2013), "Languages have strong, inseparable, and complex ties to culture" (p. 2), and learning a language essentially opens a window to the culture and customs of a people. In line with others, Kuang (2007) wrote: "Language is the carrier of culture and culture is the content of language" (p. 75). Kuang also stated that language itself makes no sense and has no meaning outside the cultural setting in which it is spoken. In parallel to the earlier views, Byram and Kramsch (2008) stated that language is functionless without its proper cultural contexts, including the language patterns particular groups of people use for communication in social situations at a particular time and place. In this sense, culture teaching in language classrooms is a continuous process. In brief, the change of perception has brought about a view that culture is not specific but rather general; hence, it is essential in intercultural communication.

2.2 Intercultural Communicative Competence (ICC)

ICC has been defined in various ways. The term ICC is a combination of IC (subfield of "communicative competence) and is widely used in the intercultural communication literature (e.g., Aguilar, 2007; Arévalo-Guerrero, 2009; Byram, 1997). Before discussing ICC, it is first necessary to understand "communicative competence." As regards the real meaning of ICC, in previous research, there is a consensus that ICC can be characterized in terms of three dimensions, namely cognitive, affective, and behavioral. Kim (1991) thought that ICC is "located within a person as his or her overall capacity or capability to facilitate the communication process between people from differing cultural backgrounds and to contribute to successful interaction outcomes" (p.268). In Byram's definition (1997), which is the most widely adopted, ICC is defined as "the ability which enables one to interact effectively and appropriately with people from different cultures in a foreign language, and it involves many components including linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence" (p.53). Similarly, Xue and Pan (2012) claimed that ICC is a flexible communication competence that adopts learning, exchanging, reflecting, and experiencing among the target language, target culture, and learners' native language and native culture as its channel and, at the same time, takes into account the characteristics of other cultures. The aforementioned concepts of ICC suggest that to communicate effectively using the target language in a foreign country, it is vital for communicators to possess language knowledge and develop abilities that help them assimilate other cultures.

2.3 The Integration of Intercultural Communicative Competence in EFL Classrooms

The ultimate goal of English language teaching is to enable students to communicate effectively in real contexts, use authentic language, foster their ability to integrate the cultural aspects of the target language with its culture, and finally be qualified to communicate with foreigners using accurate target language (Zhaowen, 2015, p. 81). Therefore, English teachers take responsibility for cultivating ICC in students by designing English teaching that integrates intercultural communicative aspects in parallel with linguistic knowledge. Lazar (2007) described that to develop ICC, teachers should teach culture through language and teach language and culture interchangeably.

In addition, teaching materials need to consciously and systematically incorporate elements of both "big C" and "little c" cultural general knowledge through culture-specific examples that are not taken only from the target culture(s) (p. 9). Similarly, Tomalin (2008) said that teaching of culture in English language teaching should include cultural knowledge (knowledge of cultural institutions, the big C), cultural values (the "psyche" of the country, what people think is important), cultural behavior (knowledge of daily routines and behavior, the little c), and cultural skills (the development of intercultural sensitivity and awareness, using the English language as the medium of interaction). Hsin (2008) expressed concerns about the problems for EFL learners when

integrating their own culture with the intercultural content of the target language after Kramsch (1993) suggested that language teaching should include "a reflection both on the target and on the native culture" (p. 205).

Therefore, Byram et al. (2002) suggested promoting ICC in the classroom using authentic materials and presenting the language in context. In addition, Byram (1989, 1991, 1997) also proposed two approaches to cultural learning in EFL classrooms, the first being to use learners' mother tongue as a medium for studying the target language culture and the second being to integrate language and culture by using the foreign language.

2.4 Using Movies in Developing Intercultural Knowledge and Communicative Skills

Many researchers have considered the advantages of using movies in the English classroom: developing communication skills and ICC, promoting motivation, enhancing the learning environment, and so on. First, movies can become an essential part of a communicative English classroom because they have been recognized as an important source of authentic language input. Additionally, movies provide language learners with opportunities for exposure to the real language used in authentic settings and in the cultural context in which the English language is spoken (Kaiser, 2011). Ismaili (2013, p. 122) asserted that movies are an enjoyable source of entertainment that can support the motivation of learners because of their playful aspect, and they can be integrated into class activities to provide an ideal environment for learning, as well as encouraging participation and interaction among students. Sari and Sugandi (2015, p. 4) similarly stated that movies can be an entertaining and motivating tool for students; using movies has brought authenticity, variety, reality, or flexibility to EFL classrooms. They also posited that movies provide students with real language input, which may be difficult to receive in a non-English-speaking context. In terms of the cultural aspect, Kramsch (1995) pointed out that intercultural content in film can reveal how people from different backgrounds think and interact by focusing on areas such as immigration, racism and discrimination, and so on. Thus, using film not only has the potential to raise greater awareness of cultural differences (and similarities) but also serves to generate a feeling of empathy in learners. Roell (2010) summarized that films can be used successfully in various ways in English language teaching to help learners develop language skills, interpersonal communication skills, and intercultural awareness.

2.5 Mobile Learning (ML) Approach

Mobile learning (ML) has recently emerged as a new type of learning model that allows learners to learn and access all the information anywhere and anytime through mobile computing devices (Lan & Sie, 2010). There is a consensus among many researchers that ML provides opportunities for learners and supports learning that occurs in or outside of a classroom or formal education setting (UNESCO, 2012). ML has been used extensively and specifically in the field of second and foreign language learning (Reinders & Cho, 2012). Theoretically, an approach to ML for English language teaching has been developed based on situated learning theory. Situated learning is connected to the stimulus–response paradigm, which states that when learning through mobile devices, rapid feedback in terms of positive or negative reinforcement can be facilitated (Agulló & Vallejo, 2015, p. 82). In this sense, learning is more likely to take place when information is contextually relevant and can be put to immediate use (Lave & Wenger, 1991, as cited in Reinders, 2010, p. 3).

Another theory underlying ML is constructivism. Within constructivism, learning is an activity process in which learners construct new ideas or concepts based on their current and past knowledge (Bruner, 1966). Thus in the classroom, learning is dependent on the socially structured exchange of information between learners and teachers, and each learner is accountable for his or her own learning and is motivated to increase the learning of others. The approach of ML is founded on the principle that teachers and learners are active participants in making and shaping language learning (Kukulska-Hulme, Norris, & Donohue, 2015). That is, in the learning process applied through ML, teachers and learners have more opportunities to interact with each other, even when they are on the move; this enables two-way communication between teachers and learners (Jin & Zhirui, 2017).

2.6 Content and Language Integrated Learning (CLIL)

Theoretically, CLIL is defined as a dual-focused instructional approach that supports the development of a foreign or second language and content concurrently (Bruton, 2013; Coyle, Hood, & Marsh, 2010; Dalton-Puffer, 2007). The CLIL approach also corresponds to the principles of Krashen's natural approach concerning the benefit of providing a considerable amount of input to develop students' second language teaching (Pinner, 2013). Coyle et al. (2010) claimed that the CLIL classroom offers "authenticity of purpose," unlike the traditional EFL methodologies. Dalton-Puffer (2007) similarly explained that CLIL gives rise to "real communication" (p. 3) by tapping into a great reservoir of ideas, concepts, and meanings, allowing for natural use of the target language. CLIL is also based on sociocultural theory in Vygotsky's (1978) terms; language is

being used as a "tool" through which other aims and objectives are achieved and knowledge is socially constructed (Pinner, 2013, p. 51).

To integrate CLIL into the classroom effectively, four fundamental elements of the 4C framework need to be considered. According to Coyle et al. (2010), the 4C framework involves four elements: content, communication, cognition, and culture.

The 4C framework integrated with CLIL is shown in Figure 1.
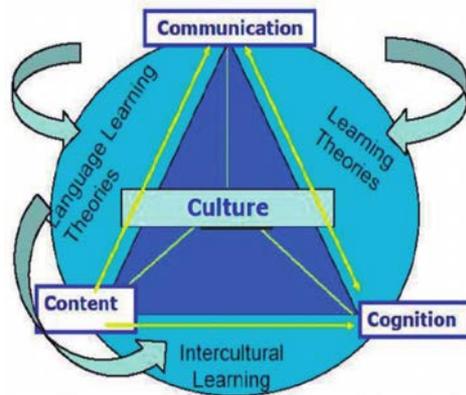

Figure 1. The 4Cs Framework of CLIL (Coyle et al., 2010; Coyle, 2011)

As illustrated in Figure 1, the four elements of CLIL—content, communication, cognition, and culture—are interrelated in teaching and learning in both the first language and the target language (Coyle et al., 2010). Content refers to knowledge used in a real sociocultural context. Communication is referred to as the way in which learners use the foreign language, as the target language, to communicate. Cognition refers to cognitive or thinking skills that learners engage with to drive the instructional process. Culture (intercultural skills) refers to understanding learners' own culture and other cultures. Among the 4Cs, communication plays an important role because it requires an awareness of different types of language as used for different purposes. Dalton-Puffer (2007) asserted that the CLIL approach requires a reconceptualization of language roles, thus in implementing CLIL in the classroom, three kinds of language learning, "the Language Triptych" (Coyle et al., 2010), need to be incorporated, including the language *of* learning, the language *for* learning, and the language *through* learning.

3. Research Methodology

3.1 Research Design

This research was a quasi-experimental study with a non-equivalent pretest–posttest control group design. Its authors employed a mixed-methods approach combining quantitative and qualitative data collection and analysis (Cresswell, 2009).

3.2 Participants and Context of the Study

The participants were two intact groups of first-year undergraduate students from a private university in Bangkok, selected by the purposive sampling method. All of them were Thai, with Thai as their native language; they consisted of both males and females; their age ranged from 18 to 19 years old; and their English proficiency was at pre-intermediate level. They were randomly assigned into experimental and control groups. There were 32 students in each group according to the registration system of the university. They were from the Faculty of Nursing and enrolled in the English for Communication class (GE. 100) in the first semester of the academic year 2019. This English course is aimed at developing students' communication skills, with a focus on speaking in daily life and knowledge of the target culture. The students in the experimental group were taught using MBML instruction, whereas the control group learned through the university-based instruction using a commercial textbook.

3.3 Research Instruments

Research instruments are as follows.

3.3.1 The Speaking Test

The speaking test was developed by the researchers based on previous studies and adapted from Doff and Jones (2001). It was aimed at investigating students' speaking skills in terms of their ability to communicate in daily situations using communicative activities: role playing in three situations (giving greetings, using the telephone, and asking directions). Three experts examined the content validity of the speaking test by responding to the index of item objective congruence. The speaking test was also piloted for reliability.

3.3.2 ICC Questionnaire

The ICC questionnaire was aimed at determining the effects of MBML instruction on enhancing the students' ICC in three aspects: (1) culture, such as awareness of diverse cultures; (2) intercultural knowledge in terms of the "big C" culture; and (3) the "little c" culture, and the last cultural elements are the skills of interpreting and relating to other cultures (adapted from Peterson, 2004, p. 25).

3.3.3 Technology Acceptance Model (TAM) Questionnaire

The researcher employed the technology acceptance model (TAM) questionnaire created by Davis (1989) as the basic model to examine the attitude of the students toward learning English through MBML instruction. The TAM questionnaire was constructed to explore the acceptance and perception toward the integration of ML, which is used as an educational technology to support the students' learning environment in this research. The TAM questionnaire asked about four aspects: perceived usefulness (PU), perceived ease of use (PE), attitudes towards using, and intention to use.

3.3.4 Semi-structured Interviews

The semi-structured interviews were used to elicit more in-depth information from the participants. The interviews were conducted with the selected participants after the end of the course to gain further insights into the usefulness of the MBML instruction in terms of enhancing students' speaking skills and ICC and the students' attitude toward integrating the MBML instruction.

3.4 Data Collection

The quantitative data collection proceeded as follows. First, the pretest of the speaking test and pre-ICC questionnaire were administered to the students in the exprimental and control groups in the first week of the study. Second, the students in the experimental group were taught for ten weeks following the teaching procedures according to MBML instruction with prepared materials. Third, the posttest of the speaking test was administered to students in both groups followed by the administration of the ICC questionnaire to both groups. Finally, to examine the students' attitudes toward integrating the MBML instruction, the TAM questionnaire was administered to the experimental group.

Qualitative data were collected through responses from students' assignments and the semi-structured interviews. The data were used as a triangulation of and additional information on quantitative data. First, data from assignments were provided through a Facebook group for ML consisting of video clips, tasks submitted online, and comments written on the group; the students then shared their experience, knowledge, and learning process. Then, six students from the experimental group with the high, average, and low scores from the speaking posttest were selected for the interviews.

3.5 Data Analysis

First, the pre- and posttest scores on the English speaking test for both the experimental and control groups were scored and calculated for means and standard deviations and compared using the independent t-test. Next, Likert-type scales from the ICC questionnaire completed by the students in both groups were analyzed and calculated uisng descriptive statistics. The mean scores were compared to determine the significant differences in the ICC within and between groups before and after the experiment. Last, the TAM questionnaires obtained from the experimental group were analyzed and interpreted.

The qualitative data collected from students' assignments were analyzed using content analysis based on themes with plausible explanations. The results obtained were employed to triangulate the data from the questionnaire to prove whether integrating the MBML instruction effectively enhances students' speaking skills and ICC.

4. Research Findings

4.1 The Effects of Integrating MBML Instruction in Enhancing Speaking Skills of Thai University Students

The mean scores of the pre-and posttest of the speaking test obtained from both the experimental and control groups were compared to determine the differences within the same group and between before and after the experiment. Table 1 presents the difference in the mean scores before and after learning through the integration of MBML instruction.

Table 1. The Mean Comparison of Speaking between Pretest and Posttest of the Experimental Group

| Speaking Test | N | The Experimental Group | | Mean Differences | t-test | df | p-value |
		M	*SD*				
Pretest	32	1.583	0.587	2.604	19.901	31	.000**
Posttest	32	4.187	0.528				

** Significant at the .01 level (p < 0.01)

As shown in Table 1, the mean score on the speaking posttest of the experimental group was higher than that of the pretest with statistical significance at the 0.01 level ($t = 19.901$, $p < 0.01$). This indicates that after learning in the English for Communication class (GE. 100) through MBML instruction, the students in the experimental group had improved their speaking skills. The results of the comparison between the experimental and control groups are also presented in Table 2.

Table 2. The Comparison between the Mean Scores on the Speaking Posttest of the Experimental Group and Control Group

| Group of Students | N | Speaking Post Test | | Mean Differences | t-test | df | p-value |
		M	*SD*				
MBML Instruction (EG)	32	4.187	.528	1.333	9.005	62	.000**
University-Based Instruction (CG)	32	2.854	.649				

** Significant at the .01 level (p < 0.01)

It was revealed that the mean score of the experimental group ($M = 4.185$, $SD = .528$) outperformed the mean score of the control group ($M = 2.854$, $SD = 0.649$). The results of the independent t-test revealed a statistically significant difference in the mean scores of the speaking posttest for the experimental and control groups ($t = 9.005$, $p < 0.00$). The mentioned statistical comparison revealed that the students in the experimental group developed their speaking skills to be better than those of the control group. That is, MBML instruction was proved to be effective for enhancing the students' speaking skills.

4.2 The Effects of MBML Instruction in Enhancing Thai EFL University Students' ICC

To investigate the effects of MBML instruction in enhancing Thai university students' ICC, first the overall mean scores from self-rating scales from pre- and post-ICC questionnaires were compared to determine if there was any significant difference within the same group or between both groups. The results are illustrated in Table 3.

Table 3. The Comparison between the Mean Scores on the Pre-and Post-ICC of the Experimental Group and Control Group

| Group of Students | N | Intercultural Communication (ICC) Questionnaire | | | | t-test | p-value |
| | | Pre-ICC | | Post-ICC | | | |
		M	*S.D.*	*M*	*S.D.*		
The Experimental Group	32	3.53	.456	4.02	0.364	4.554	.000**
The Control Group	30	3.34	.511	3.35	.817	.034	.973

** Significant at the .01 level (p < 0.01)

According to Table 3, the results revealed a statistically significant difference in the overall mean scores of the pre-ICC questionnaire ($M = 3.53$, $SD = .456$) and post-ICC questionnaire ($M = 4.02$, $SD = .364$) of the students in the experimental group; the mean for post-ICC was significantly higher than that of the pretest ($t = 4.554$, $p < 0.00$). Nevertheless, there was no statistically significant difference in the mean scores of the pre-ICC questionnaire ($M = 3.34$, $SD = .511$) and post-ICC ($M = 3.35$, $SD = .817$) of the students in the control group.

The mean scores on the post-ICC questionnaire between the experimental and control groups were also compared to determine if there was any difference between them. The results are presented in Table 4.

Table 4. The Mean Comparison on the Post-ICC Questionnaire of the Experimental and Control Groups

| Group of Students | N | Post-ICC | | t-test | p-value |
		M	SD		
The Experimental Group	32	4.02	.364	4.233	.000**
The Control Group	30	3.35	.817		

** Significant at the .01 level (p < 0.01)

According to Table 4, the results revealed a statistically significant difference in the mean scores on the post-ICC between the experimental group and control groups after the experiment (t = 4.233, p < 0.00). The mean score on the post-ICC of the experimental group ($M = 4.02$, $SD = .364$) was higher than that of the control group ($M = 3.35$, $SD = .817$).

The researcher compared mean scores on the pre- and post-ICC in all three aspects to gain more insights into the increase of the ICC in the students in the MBML instruction group. Figure 2 presents the comparison of the pre- and post-ICC questionnaire in bar graphs.
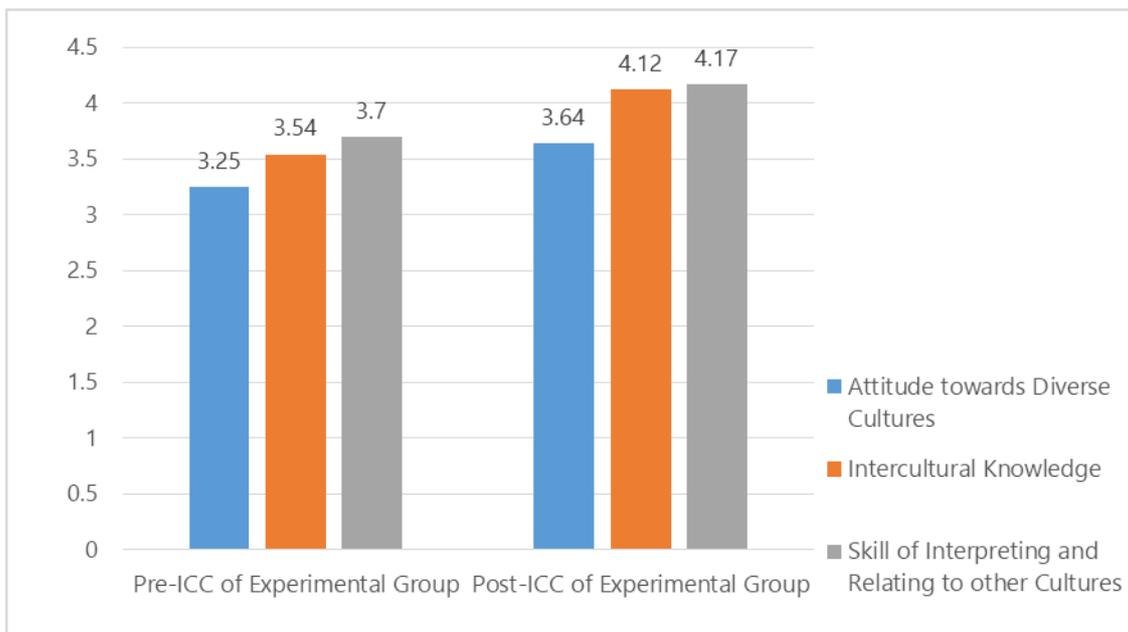

Figure 2. Mean Scores on the Pre- and Post- ICC of the Experimental Group

The paired t-test was also used to calculate if there was a statistically significant difference between those mean scores within the experimental group. The results are illustrated in Table 5.

Table 5. The Mean Comparison of Three Aspects of the Pre- and Post-ICC Questionnaires of the Experimental Group

| ICC Questionnaire | Experimental Group (N = 32) | | | | | | t-test | p-value |
| | Pre-ICC | | | Post-ICC | | | | |
	M	*SD*	Interpretation	*M*	*SD*	Interpretation		
Awareness Toward Diverse Cultures	3.25	.414	Medium	3.64	.464	High	3.162	.003**
Intercultural Knowledge	3.54	.518	High	4.12	.420	High	4.786	.000**
Skill of Interpreting and Relating to Other Cultures	3.70	.601	High	4.17	.389	High	3.665	.001**
Total	3.53	.456	High	4.02	.364	High	4.554	.000**

** Significant at the .01 level (p < 0.01)

According to Table 5, the results revealed that the mean scores on the post-ICC of the experimental group were significantly higher than those of the pre-ICC in all three aspects of ICC, namely awareness toward diverse cultures (*t* = 3.161), intercultural knowledge (*t* = 4.786), and the skills of interpreting and relating to other cultures (*t* = 3.665). The highest mean of the posttest fell into skills of interpreting and relating to other cultures (*M* = 4.17, *SD* = .389). In addition, the interpretation of the mean score value of the post-ICC showed that all three aspects of ICC were at the high levels. This indicates that the students in the English for Communication class developed their ICC after learning through the MBML instruction.

4.3 Attitudes toward Integrating the MBML Instruction for Enhancing Students' Speaking Skills and ICC

The researchers also examined the students' attitude toward integrating MBML instruction for enhancing speaking skills and ICC using the TAM questionnaire. The results revealed that the overall mean scores and all four components were at the high level. The results are presented in Table 6 as follows.

Table 6. The Mean Scores and Interpretation Level of Attitudes Toward Integrating the MBML Instruction of the Experimental Group

Technology Acceptances Model (TAM)	M	SD	Interpretation
Perceived Usefulness (PU)	4.43	.356	High
Perceived Ease of Use (PE)	4.47	.388	High
Attitude Toward Using Mobile Learning	4.35	.641	High
Intention to Use	4.47	.341	High
Total	4.45	.380	High

According to Table 6, the mean scores for the measurement of students' attitudes toward integrating MBML instruction for enhancing speaking skills and ICC indicated that the overall mean scores of the TAM questionnaire were at the high level (*M* = 4.45, *SD* = .380). Moreover, the mean scores of all four components were at the high levels, and the highest means fell into two components: PE and intention to use with equal mean scores (*M* = 4.47, *SD* = .388, .341, respectively).

Figure 3 also presents the attitudes toward the integration of the MBML instruction of the students in the experimental group.
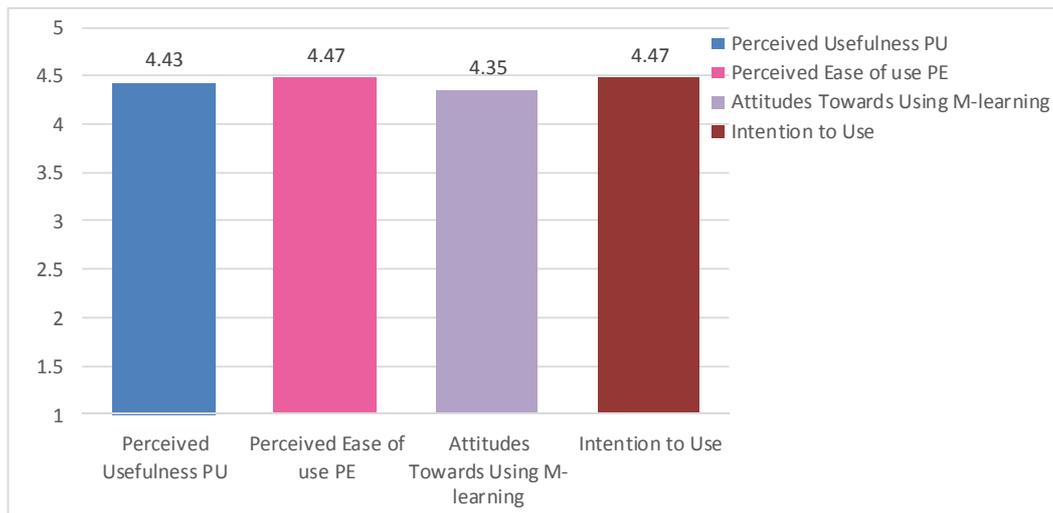

Figure 3. The Attitude toward the Integration of MBML Instruction of the Students in the Experimental Group

In summary, the findings show that the overall mean scores of the TAM questionnaire proved that the students had a positive attitude toward integrating the MBML instruction into their English classrooms.

5. Discussion

5.1 Effects of MBML Instruction in Enhancing Thai University Students' English Speaking Skills

The findings indicated that the implementation of the MBML instruction is an effective pedagogical tool that contributes to the improvement in Thai students' English language skills, particularly speaking skills. The possible explanations are as follows.

First, the MBML instruction is aimed at developing the students' speaking skills to enable them to communicate in English as a global language effectively. However, because language and culture are inseparable, this teaching method is also intended to increase the students' ICC. MBML instruction was therefore well designed with well-organized steps for integrating English movies as authentic input (Krashen, 1985); the CLIL approach for preparing communicative activities, specifically the 4Cs framework together with the language triptych (Coyle et al., 2010); and ML as a modern technology (Reinders, 2012; Traxler, 2009). The integration of these three components was based on language learning theories and the literature specifically for Thai EFL classrooms, where the students are non-native speakers of English.

5.1.1 The Integration of Authentic Input of the Movie Contents

To achieve these goals, first, the MBML instruction was grounded in Krashen's (1985) principles of comprehensible input. Thus, the movies, with their authentic language, real dialogues, and cultural content, were selected as the authentic input. The finding of the present study was confirmed by many studies. For example, Ebrahimi, Kargar, and Zareian (2018) found that input-flood through watching English movies generated an improvement in intermediate EFL learners' speaking skills. The participants claimed that English movies were more effective in terms of their listening and speaking skills than other English media, and they were able to speak more fluently like native speakers. The findings of the present study are also consistent with Kalra's (2017) study on a film-based experimental class in Thailand, a highly similar context to this study. It was found that the students in the experimental group significantly outperformed the control group in oral production. Kalra (2017) also concluded that films provided a greater opportunity for learning real-life authentic language, and as a result, students had the chance to practice real-life conversations. As supported by many researchers (Eken, 2003; Kabooha, 2016; Kaiser, 2011; Seferoğlu, 2008; Yue, 2019), through English movies with instances of English used in "real" situations, specifically interactive language - the language of real-life communication, a source of authentic and meaningful context - students improve their listening and speaking skills. Therefore, if the students are not living in an English-speaking environment, it is quite likely that only films and television can offer learners this real-life language input (Khan, 2015).

5.1.2 The Integration of Movies and the CLIL Approach

MBML instruction, with the steps of using movies in the classroom and integrating CLIL for classroom activities, helped facilitate the students' learning processes. To elaborate, the instructional stages of the MBML instruction were implemented clearly in four stages: pre-watching, pre-teaching, while-watching, and post-watching (Bjork & Eschenbach, 2014; Frank, 2013; Rodriguez & Puyal, 2012; Roell, 2010). Additionally, the 4Cs framework of CLIL - content, communication, cognition, and culture (Coyle, 2011) - was connected with three elements of the "*Language Triptych*" (Coyle et al., 2010, p. 36), namely language of learning, language for learning, and language through learning. These complicated instructional processes of CLIL integrated with English movies are interrelated instructional processes contributing to the development of the students' speaking skills. The explanations are as follows.

In the pre-watching stage, the researcher activated the students' prior knowledge related to learning activities, so they were prepared for understanding and comprehending the context and content of movies. Then the teacher introduced some key vocabularies and language functions in "What to Learn" (content), which they would find in the while-watching stage. The while-watching stage is related to the second C (communication), whereby students are required to learn different types of language used in different functions. First, for the language *of* learning they studied some key vocabularies, language functions, keys concepts, and skills of topics in the movie scripts, and then the students watched the movie scenes. Second, regarding language *for* learning, the students learned and practiced vocabulary, grammar, and speaking through activities such as role play, pair work, and discussion using the contents of the movies. The students were also allowed to use their mobile devices to find further information relating to topics in class and to write answers for in-class assignments and share them using Facebook for ML. In the post-watching stage, the students were assigned to think and deal with problems on their own, with the teacher, or with others (cognition). For example, they reconstructed a movie scene on the movie clip. They recorded the video clip, viewed it again to check their understanding, and presented it in class.

Additionally, in terms of the integration of CLIL, the findings from the MBML instruction also corresponded with those reviewed in the related literature earlier, especially in the Thai context. The results were in line with Suwannoppharat (2014) applying CLIL as an instructional approach to develop the English communicative ability of Thai students in the international program of a state-run university in Thailand. After learning through the CLIL course, the students achieved positive progress in English oral communication skills. This was confirmed by Chansri and Wasanasomsithi (2016), who conducted a similar study using the CLIL approach with agricultural content and writing skill. It appeared that the CLIL contributed to the increase in students' English writing ability.

Additionally, the students strongly felt that CLIL helped promote their development in both language learning and content knowledge. Intapat (2016) applied CLIL with Thai students in a university with cooking content; the task involved use of the 4Cs framework. The students claimed that they could demonstrate how to make a salad in English. In this case, the task required the learners to learn the target language and content simultaneously. The findings of the present study are also in line with Pengnate's (2013) study, in which the author integrated the CLIL approach into her Business English class. She claimed that the students in her class improved their speaking skills because they learned English and had opportunities to practice speaking in and outside the class. To summarize, CLIL is used to facilitate the content of the subject class and is a flexible teaching approach that allows teachers to use the learning contents to teach the language and culture and develop communication skills at the same time (Coyle, 2011).

5.1.3 Analysis of the Interview with Selected Students

The interview data also supported the findings of statistical results. All six students agreed that they preferred practicing speaking through the content of English movies to using textbooks. They also said that the language used in the movie clips was authentic to what they encountered in real life. As one of them described,

> The characters in the movies helped me understand English language and how their gesture looks like in reality such as when they said "Nice to meet yah." . . . I completely understand how to speak in real situations, and how their gesture looks like.

The students believed that they had improved their speaking skills and felt more confident to speak English after learning through MBML instruction. They also said that the movie scenes showed the language functions frequently used in daily life such as greeting, giving directions, asking for personal information, giving opinions, and so on. In this way they can speak more appropriately. Finally, the students described their learning processes while participating in class activities, sharing and discussing with friends about problems and solutions concerning assignments on their mobile phones in and out of class or late at night (e.g., "I learned more

effectively when I discuss and shared ideas with friends and the teacher. The activities in this class improve my confident of English speaking"). The student also described that the activities in MBML instruction offered the opportunity to improve their English speaking skills.

5.2 Effects of MBML Instruction in Enhancing Thai University Students' English ICC

The statistical results indicated that the students in the experimental group developed their ICC in all three elements, including attitudes toward diverse cultures, intercultural knowledge, and skills of interpreting and relating to other cultures. However, the comparison of pre-and post-ICC questionnaires revealed that the experimental group had significantly higher ICC development than the control group. This is evident that MBML instruction not only developed Thai university students' speaking skills but also improved their ICC. The explanations are as follows.

First, regarding the cultural contents of the movies, the researchers selected movies with rich cultural content that were practical for the course - English for Communication (GE 100) - in terms of constructing the MBML instruction (an exploratory study in Phase 1). Then, the 4Cs framework and the language triptych of the CLIL approach were integrated for designing the communicative activities. The three aspects of ICC—attitudes toward diverse culture, intercultural knowledge, and skills of interpreting and relating to other cultures (Byram, 1997) - were also integrated with the selected movies. Mobile devices were also used both inside and outside class. Taken altogether, these approaches facilitated the learning processes and contributed to the positive learning environment. Therefore, the students developed ICC after learning through MBML instruction. The findings of the present study are in line with Yue's (2019) case study conducted with non-English-major Chinese students aiming to cultivate ICC through foreign films. The participants demonstrated improvement in four components of ICC (Byram, 1997): skills of interpreting and relating to other cultures, discovery and interaction, critical awareness of different cultures, and conceptual understanding of culture. Consistently, in Björk and Eschenbach's (2014) research, real-life methodology was used to promote ICC through film fragments and cultural dialogue among culturally diverse students. The results revealed that this method was successful in initiating the development of intercultural competence among the students. In one study, Chao (2013) developed an intercultural course that integrated foreign films as an instructional tool to nurture Taiwanese university EFL students; diary data were analyzed through content analysis. The results revealed that most students appreciated the intercultural courses and showed obvious progress in the development of intercultural competence, motivations, attitudes, knowledge, and awareness.

In short, the results discussed earlier support the findings of previous studies, which indicated that using movies positively affected the development of ICC when the films were appropriately selected and the instruction was well-designed.

Second, the results of the present research parallel to those of Coyle (2010) and Harmer (2014), who reported that CLIL encouraged cooperative learning through activities and developed learners' cultural knowledge. More specifically, teaching and learning the language while integrating with CLIL helped learners understand their own culture and other cultures, which prepared them to take on the globalized world. In addition, CLIL is focused on intercultural knowledge, understanding, and communication. The contents of CLIL have a dual focus on both language and culture (Coyle et al., 2010). Lopez (2014) similarly found that CLIL lessons integrated with the content of English movies helped students learn English and culture naturally.

Third, the interview data also supported the aforementioned discussion. The findings revealed that the students developed their ICC. First, the students' attitudes toward diverse culture improved. They thought that learning the culture of the target language was important because they could communicate more effectively if they understood the culture (e.g., "Learning other cultures was important because I could communicate with more confidence when I know the culture").

They said that their attitudes had changed after learning the culture of others from the movies (e.g., "My attitudes toward people in different cultures were totally changed. I used to think that Korean people in the movies were impolite because they ate loudly . . . Once, I learned about other people culture, I understand that eating loudly showed that they showed appreciation of the cook . . .it also meant that their foods were tasty."). In terms of intercultural knowledge, it was discovered that after learning English, the students were able to identify the intercultural knowledge in terms of "big C" and "little c" culture. They gained intercultural knowledge involving greeting, culture shock, geography differences, educational setting differences, music, clothing, and table manners. For example, in greeting, one of the students explained that:

> In *The Karate Kid*, I saw that the younger person would say hello to the senior one with respect first. Then, the senior person would reply the greeting while American people would do the hand shaking with the person they just meet.

The students also reflected on the third component of ICC, skills of interpreting and relating to other cultures; they knew how to apply the ICC skills they learned through MBML instruction in class and connected their own culture to the characters and situations in the English movies they had watched in class. They believed that they should respect others who have different cultural backgrounds. One student said,

> I learned the similarities and the differences of people. I think it could explain why people think, say, or behave differently from us . . . we could not judge that they were wrong or bad . . . I understand when people in other culture act or say something different from me I think that is okay.

5.3 Students' Attitudes Toward Integrating MBML Instruction for Enhancing Their Speaking Skills and ICC

The results of the study showed that the overall mean scores of four components—PU, PE, attitude toward using ML, and intention to use—in the TAM questionnaire were at the high level. This is evident that the students had positive attitudes toward integrating the MBML instruction in their English classroom. The findings of the present study are in agreement with those of much previous research. The discussions are as follows.

First, ML was integrated in MBML instruction, and the students were allowed to use the Facebook group as the platform for ML. In terms of PU, the students reported that MBML instruction that allowed them to work on their mobile phones was useful because they could work in the classroom and after class independently. It also provided opportunities for them to practice, search for more knowledge, and share or exchange ideas related to the lessons. One of the interviewees said, "I enjoyed learning English through the MBML instruction. The content of English movie clip was fun and more interesting than learning- English in the textbooks . . . I think the mobile device was helpful for learning." In addition, the Facebook group platform had potential to support students' learning process through, for example, chatting, posting links, sharing video clips, and commenting on Facebook. That is, ML can be beneficial for self-studying and self-regulating when the students can take more responsibility for their own learning. The findings in Farrah and Abu-Dawood's study (2018) showed that most students responded positively to using mobile applications in their learning processes. Additionally, the results indicated that students understand and learn better through using the applications. Similarly, Wang (2017) and Jin and Zhirui (2017) agreed that using mobile phone applications in teaching and learning provides positive ideas and benefits that motivate students to learn and understand better.

Second, regarding PE, the results indicated that the students were familiar with using mobile phones for everyday life, and they thought that mobile devices were convenient to use. In fact, most of them accessed their phones for their lifestyle, such as using social media, watching video clips on YouTube, listening to music, and chatting with friends and family; therefore using mobiles for learning was really new for them. In addition, the students realized that it was easy to work on assignments and review the lessons online anytime and anywhere. One of the students described how,

> It was easy for me to use the phone for access to the classroom on Facebook . . . I liked how the teacher allowed us to submit assignments online because it saves time, money, and energy. I didn't have to print out my homework.

The findings of this study coincide with those of Lague-Agullo and Martos-Vallejo (2015, p. 85), who pointed out the characteristic of ML that it is done on a portable device that is easy to use and can be carried around because there is a new scheme called "BYOD or BYOT" (Bring Your Own Device or Bring Your Own Technology). This was aimed at engaging students with the lesson via in-class activities. Therefore, using mobile devices can create a new learning environment for students.

Third, according to the attitude toward using ML, the results showed the students' attitudes toward integrating the mobile phone for learning was positive. This is in line with Yang's study (2012), which indicated that Taiwanese college students demonstrated positive attitudes toward ML integrated with task-based instruction. Students considered that ML provided more opportunities to acquire more information and supported collaborative and extensive learning. Wang (2017) further maintained that using mobile phone applications in teaching and learning provides positive ideas and motivates students to learn and understand better. One of the interviewees reported that "I could give comments on my classmates' assignments and received feedback from them . . . I felt less pressure. We could share our opinions with friends and teacher through the mobile device." It can be explained that this student felt relaxed and she could learn by herself and with friends successfully.

Finally, in terms of the intention of use, it was revealed that the students thought using mobile phones in English learning was highly important and that they were willing to use the mobile phone for their future learning. This is similar to Costa and Han's finding (2017) in that using ML applications on EFL learners encouraged students' willingness to participate in learning activities and the lesson more than in the traditional classroom. The researchers further explained that the participants reported that using mobile devices helped them reduce their anxiety and improve their pronunciation and speaking skills; they strongly agreed to use the mobile to facilitate their English learning skills. Elfeky and Masadeh (2016) found that the students in their course intended to learn with ML because they wanted to achieve more and develop their English conversational skills. One student revealed her intention to use the mobile technology:

> Mobile phone was very important in my daily life. I used my mobile phone for checking time, communicating with my family and friends, accessing to news and educations, so it was an important part of my life that I couldn't live without. I wish I could use my mobile phone for learning in other classes.

5.4 Limitations of the Study

The first relevant limitation is that the participants in this study were Thai undergraduate first-year students who were in a normal Thai language program, not in an international program. They had little experience of being in an international context or being abroad, so the intercultural knowledge learned in this study was the fundamental step to activate a variety of cultural aspects of ICC to cover the lessons planned ahead of time. Second, designing materials from films is time consuming for teachers because they have to do a lot of work selecting movies and cultural content to match the students' English proficiency, analyzing the texture of the films and their cultural contents, and designing appropriate materials to make the unfamiliar cultural contents comprehensible for the students.

5.5 Recommendations for Future Research

In light of the findings of the present study, the following recommendations for English teachers, course developers, and educators are proposed.

First, the MBML instruction is quite a complicated pedagogical tool that combines three components: movies, ML, and CLIL for developing both language skills and ICC. Teachers who intend to apply MBML instruction in English language teaching need to be well trained and well prepared before teaching, especially as regards teaching materials and classroom activities, to ensure successful learning outcomes. Second, to design an English course combining movie-based, mobile learning, and the CLIL in different aspects, teachers need to explore the students' problems, needs, and interests.

In this study the authors conducted an exploratory study for the needs analysis and a survey on the movies appropriate for the students' interest and their proficiency level. The results of the exploratory study were then used for designing a reliable and practical teaching method. Third, future researchers should investigate the integration of CLIL with contents of English movies for developing students in other language skills such as reading, writing, or vocabulary. Furthermore, CLIL research can be carried out with English for specific areas such as literary text, geography, history or medical areas, and so on. Moreover, future authors should investigate how students accomplish their learning lessons and examine their interaction with movies or different types of technological devices as the data source.

6. Conclusion

The authors attempted to investigate the effects of the integration of MBML instruction on Thai university students' speaking skills and ICC. It can be concluded that MBML instruction is an effective teaching method for enhancing the English speaking skills and ICC of Thai students. The participants also had positive attitudes toward the integration of MBML instruction in their classroom. They particularly revealed that using mobile devices for English learning helped develop their English, they had a lot of fun, and it made the lesson more interesting and enjoyable. The integration of MBML instruction and CLIL can thus be an alternative teaching method for Thai EFL teachers.

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